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IDENTIFIERS	Peterborough County Board of Education ON

ABSTRACT

This handbook describes an alternative educational setting to prepare secondary students (usually ages 12 to 14) with behavior disorders or problems for full integration into regular secondary school programs in Peterborough (Ontario). In the program, the student's time is highly structured and closely monitored. Students receive individual assistance and counseling to help them develop more positive behavior patterns. Students are integrated in varying degrees with students in regular programs. The program focuses on development of such skills as time management, prosocial behaviors, binder organization, following directions, test-taking strategies, and using a calendar. Individual Sections address such aspects of: program purpose; admission criteria; referral procedure; student, parent, and staff responsibilities; expectations; and skills developed. Attached are letters commending the program and forms for tracking Individual Program Plan modifications. (DB)

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ED 395 446

SPECIAL EDUCATION SERVICES

COMPREHENSIVE PROGRAM

INFORMATION HANDBOOK

Peterborough
COUNTY BOARD OF
Education

EC 304841

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Minister Ministre

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August 20, 1995

Mr. D. Davison
Principal
Kenner Collegiate and Vocational Institute
633 Monaghan Road
Peterborough, Ontario
K9J 5J2

Dear Mr. Davison:

I take great pleasure in extending my best wishes and congratulations to you as a recipient of a Ministry of Education and Training Exemplary Practice in Integration Award.

This award is in recognition of your motivation, initiative and achievement in integrating exceptional pupils into regular classrooms. In considering the Comprehensive Behaviour Program for this award, the selection committee also felt that your work in the area of integration is a model from which others could learn.

There is still a great deal of work to be done in this province, as we strive to improve the integration experience. In particular, there is a need for teachers to learn about the techniques and approaches that are being developed by schools such as yours. Our collective and on-going challenge is to ensure that the needs of exceptional pupils are met while we enhance integration opportunities in Ontario.

Please accept my good wishes for the continuing success of your initiative.

Sincerely,

John C. Snobelen
Minister

Enclosure

COMPREHENSIVE BEHAVIOUR PROGRAM

PURPOSE OF THE PROGRAM

To provide an alternative educational setting where a student's time is highly structured and closely monitored. In this setting the student will have the opportunity to learn the skills necessary to function in a high school program.

To assist dysfunctional students and thus minimize the effect that they might otherwise have on the referring school.

To develop self-esteem, self-acceptance, a healthy self-image, and a perception of self-worth that is positively reflected in personal, academic, and social behaviours.

POSITIVE ASPECTS OF THE PROGRAM

Students will have the opportunity to build a foundation that will prepare them for entry into secondary school program.

Students will have the opportunity to receive individual assistance and frequent counselling sessions that will help students understand how to handle themselves in a more positive way.

Staff will consist of a teacher, a child and youth worker, and an educational assistant.

Staff may assist students and/or parents with the involvement of outside agencies.

ADMISSION CRITERIA

A pupil that is having extreme difficulty in the elementary school due to his/her "Behaviour" (i.e. acting out, internalising difficulties, long standing lack of effort or poor motivation).

Past interventions have not met with an adequate degree of success.

A pupil with parents who are supportive of placement in the program and are receptive to possible outside agency involvement.

A pupil of average cognitive abilities.

A pupil perceived to be able to benefit from this program intervention which will lead to a secondary school placement.

Admission is via the Identification Placement and Review Committee (I.P.R.C.).

Note: **Students will not return to the elementary school but rather progress from this program into a secondary school placement.**

SECONDARY SCHOOL INTEGRATION

To promote the provision of the most enabling environment, students will have the opportunity to access a variety of learning environments throughout the school year. Integration is the strategy which allows the classroom staff to provide these environments within the context of secondary school courses and activities.

TYPES OF INTEGRATION

Physical
Students will be instructed in a self-contained program in a secondary school (Kenner C.V.I.).

Social
Students may participate with other classes in activities such as assemblies, lunch, etc., to enhance social development. Participation will be guided and monitored closely.

Academic
Students participate with age-appropriate peers in secondary courses for some part of their academic program.

Community
Students participate in activities in the community as an extension of the classroom program. These may include excursions or secondary school functions.

Note: **The majority of the academic program is delivered within the Comprehensive class setting.**

AGE OF STUDENT

Generally 12 to 14 years old. Students should be 13 years of age by December of the year in which they enter the program.

REFERRAL PROCEDURE

All reasonable interventions must be attempted at the home school before a student is considered for this program. For example: program modifications; counselling; parent meetings; involvement of In-School Resource Teacher; involvement of attendance Counsellor; discussions with In-School Service Council. The **In-School Service Council** must support the referral. The Home school contacts the **Co-ordinator of Special Education** to discuss appropriateness of placement. The home school contacts the parent(s) and a ***profile form (S.342R)*** is sent to the Psychology department. The student's profile is brought forward to the **I.P.R.C.** by the referring school principal for consideration.

NUMBER OF STUDENTS IN THE PROGRAM

Generally eight at any one time dependent upon the degree of secondary school integration which is in operation.

LUNCH TIME

Lunch will be part of the instructional day.

HOURS

Students will follow the secondary school's regular hours. Professional Activity Days will be those of the secondary school and in some instances Elementary P.A. days will be used to conduct parent/guardian interviews.

STUDENT RESPONSIBILITIES

To treat all people with respect and consideration.
To work to the best of their ability.
To attend classes regularly and punctually.
To exercise self-discipline and accept responsibility for their actions.
To complete assigned academic work.

PARENT RESPONSIBILITIES

Parent(s) is encouraged to be in contact with the Class weekly.
Parent(s) should be available to pick up their son/daughter if behaviour in the Class is inappropriate or have alternate arrangements.
Parent(s) is welcome to visit the Class to see their child.
Discuss with the child his/her progress in the Class.
To support reasonable disciplinary measures taken by the staff.
To ensure and facilitate regular attendance.
To communicate relevant information concerning the children's individual needs.

STAFF RESPONSIBILITIES

To plan and conduct an effective learning program.
To foster in their students a positive self-image.
To treat students with respect, sensitivity and dignity.
To discipline fairly and consistently.
To evaluate and report student progress.
To protect students from persons or conditions which interfere with the learning process.

EXPECTATIONS

It is expected that the student shall:

- attend school regularly, be on time and be prepared for all classes and school activities.
- work to the best of his/her ability.
- learn to use self-control when dealing with conflict or confrontation and develop alternatives to fighting.
- act in a courteous manner that is free from abusive or profane language or offensive gestures.
- learn to express emotions in a socially acceptable manner.
- progress, both academically and socially.

SUPPORT PROVIDED BY THE COMPREHENSIVE PROGRAM STAFF

The Comprehensive Program staff will facilitate secondary school integration opportunities./ Contact will be maintained with the student's home during this time.
the academic and social support will be adjusted to address the needs of the individual student and/or family.
Open communication about student's progress and/or needs is encouraged (team approach between the home, school, Comprehensive Program Staff and outside agencies).

SKILLS FOCUSED ON

While in the program, the student may work on the following academic and social skills:

Time management (individualized)

Binder organization/expectations

Homework skills

Prosocial skills

- classroom survival skills
- friendship making skills
- skills for dealing feelings
- skill alternatives to aggression
- skills for dealing with stress

Following directions (oral and written)

Note-making skills (point form)

Proof reading strategies (C.O.P.S.)

Learning from a textbook

Study plans (methods, parental support/role)

Test-taking strategies (essay, multiple choice, etc.)

Test preparations

Memory aids

Academic jargon (key instructional words)

Reading for pleasure (facts, meaning)

Handwriting (letter formation, neatness)

Components of a novel study (setting, plot character sketch)

Components of a book report or project work (title page, setting, character sketch, plot, opinion of the book)

Discussion skills

Spelling skills

Flow chart organizer/mapping (creating writing)

Highlighting key ideas (i.e. history, geography)

Research skills (table of contents, bibliography, etc.)

Mapping skills (i.e. geography)

Calendar use

Peterborough
COUNTY BOARD OF
Education

P.O. Box 719
150 O'Carroll Ave.
Peterborough, Ont.
K9J 7A1

March 2, 1995

Rochelle Rabinowich
Special Education Policy Unit
8th Floor, Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Dear Ms. Rabinowich:

Thank you for your faxed request received in my office on February 28, 1995. The Comprehensive Program operating at Kenner C.V.I. is most unique and I welcome the opportunity to provide your panel with additional information. The following points should clarify aspects of this program and address the details which you may need as you review our submission. Each checklist point has a corresponding comment as per your request. In addition, I have also re-submitted the original overview dated November 24, 1994.

TEL. 705/743-7431
FAX 705/743-0341

I respectfully request that your panel consider the value of this innovative approach which meets the needs of extremely "high risk" learners.

1) Students are integrated into regular secondary school courses, but not for the majority of their time. Their severe behavioral needs may preclude maximum integration, but many pupils are attending Grade 9 courses every day, even though they are of elementary age.

2) When pupils are attending full-time secondary courses, the regular classroom teaches does assume a primary, educational role. The Comprehensive Program's Child and Youth Worker remains a resource to the pupil and the receiving teacher.

3) The Program's support staff do work in the receiving classroom (if required), to facilitate the integration model.

L.J. Bobbie
Director of Education and
Secretary of the Board

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4) Parents/guardians have a direct and frequent opportunity to be involved as partners in the program.

5) Many of the students in the program will attend this secondary school site when they are ready for Grade 9 because it is a fully composite program offering all levels of courses, including French Immersion. A few students will choose to attend an alternate secondary school.

6) A highly developed peer support system is in place. Senior students are available as program peer tutors, mentors and aids to help guide integrated students.

7) Integrated students are directly involved in the social life of the school, as appropriate, and opportunities are available to participate in school activities and functions. This fact has had significant benefits for those students who exhibit the most severe behavioral needs within our jurisdiction. The Comprehensive Program approach has made a distinct difference and has reversed adverse patterns.

8) Academic and social progress has been dramatic in many cases. Several pupils have achieved higher evaluations in secondary school courses than many of the "regular" students in these courses. Social progress has also been noteworthy and gains may be attributed, in part, to the mature environment of secondary school and altered expectations. Such a gain was difficult to develop when the student was in the elementary school and involved in frequent confrontations due to negative behaviour, aggression and defiance.

9) Special education support staff and the teacher are instrumental in the planning and implementation of integration practices. The monitoring of this practice is ongoing and incorporated in the students' Individual Program Plan.

10) Accommodations are made to promote opportunities for these students to meet course learning outcomes and, in some cases, to exceed them. As an example, one Comprehensive student achieved a "regular course" evaluation which exceeded that of over 90% of the registered course students.

L.J. Belden
Director of Education and
Secretary of the Board

.../3

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L.I. Bobbie
Director of Education and
Secretary of the Board

11) The co-operative planning process is well established, based upon student needs, and includes all stakeholders. Team meetings, as needed, are scheduled to review and refine integration measures and supports.

12) Parents/guardians are key members of team conferences when they occur. Contact, in person or by phone, is an accepted and often daily practice to ensure that effective progress and development is experienced by the student and supported by the family.

13) Stakeholders beyond the school are also close partners. The supporting agencies and associations have a very crucial role to play, which they have readily assumed. Community and Social Services groups such as the John Howard Society, Kinark Child and Family Services, Probation Department, et al, have a family support role and, often, an in-class role.

14) In-service and staff development opportunities are made available on a needs basis. As this program is staffed by a qualified Special Education teacher, a psychiatric nurse assuming a Child and Youth Worker role, and a full-time educational assistant, the need for added support is marginal. Indeed, this program team reaches out to other schools as advisors to preclude the need for other students to enter this intensive program.

15) Human and financial resources are made available to this program and its integration actions. To date, every special request has been granted as we recognize that these students exhibit critical behaviours and require a significant commitment.

16) The school staff share a common integration philosophy, a copy of which is enclosed.

17) School administrators were highly supportive when this program was introduced three years ago and its success is attributed, in part, to this support. To accept elementary age students into secondary school courses and activities is rare. To do so enthusiastically when these same students have severe behaviour concerns is remarkable! Such is the case with the staff at Kenner C.V.I.

.../4

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NOTE: The Comprehensive Program should be considered as a Kenner Collegiate Program, albeit with support from the Education Centre. The staff at Kenner C.V.I. have created the climate for this program and its' integration focus to flourish and should be credited with its' success! As you may be aware, several other jurisdictions have expressed interest in our unique program and we continue to welcome opportunities to share this innovative approach.

I trust that the foregoing details effectively respond to your questions. Should added details be required, I will be please to provide same.

Rochelle, this program and its' integration focus could represent a "breakthrough" in meeting hard-to-serve pupils' needs, supporting the Stay-In-School initiative and giving high-risk learners an opportunity that makes a discernable difference for them and their families.

I urge you and your panel colleagues to seriously consider the merits of this submission. You are encouraged to visit Kenner C.V.I. and/or talk personally to the associated staff. We believe that the Comprehensive Program concept may have positive ramifications beyond our jurisdiction.

We look forward to your reply.

Sincerely,

K.R. McCarthy

Kevin R. McCarthy
Co-Ordinator of Special Education
Peterborough County Board of Education

L.E. Bolduc
Director of Education and
Secretary of the Board

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L.L. Bobbie
Director of Education and
Secretary of the Board

EXEMPLARY PRACTICE IN INTEGRATION AWARDS

Program Description: Comprehensive Behaviour Program

Peterborough County Board of Education

Site: Kenner Collegiate and Vocational Institute
633 Monaghan Rd.
Peterborough, Ontario
K9J5J2
(705)743-2181

Staff Contacts: Mr. D. Davison
Principal
Mr. M. Dunn
Program Teacher/Facilitator

The Comprehensive Behaviour setting is an elementary program operating within a secondary school site. The students served are all identified by an I.P.R.C. as experiencing severe behaviourial concerns and are of Intermediate school age (12-14 yrs. of age). These students present the school system, families and the community with critical needs that, if unaddressed, may result in early school leave, police/judicial involvement and escalating social-emotional turmoil.

In addition, there is a legitimate need to integrate these students into "regular" programs to rekindle their interest and to help them become productive learners. Due to extreme behaviours, which often include physical aggression, this is generally not possible in an elementary school. The potential risk to other students often precludes reasonable integration opportunities at their home school.

Because of these circumstances and the severity of the exhibited behaviours, a locally designed alternative was necessary; the Comprehensive Program. This program blends the elementary curriculum with the secondary school environment and offers unique learning situations coupled with an on-site counselling component. As the students begin to develop adequate coping skills, they are integrated into secondary school courses. This re-integration is facilitated by the program's staff which is afforded the resources of the secondary school to help ensure a successful transition.

Often, for the first time, these "at-risk" elementary students have access to an advanced Peer Tutor program, technology courses, guidance counsellors, high school student mentors and direct involvement with supporting community agencies. The positive results, to date, have often been dramatic. Supported integration into secondary school life and learning has usually occurred within 12-16 weeks after admission to the program. It has been our experience that behaviourial concerns have usually diminished and academic gains have been noteworthy. ...../2

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It is important to note that this program is staffed by an exemplary teacher, a Child and Youth Worker and a full-time Educational Assistant. The staff have direct links with and support from community mental health agencies, the local Probations Department, Community and Social Services, the Children's Aid Society, et al. Direct and frequent parent/guardian consultation occurs and is extended to the local medical community as well. Every effort is made to create a common focus which permits integration to evolve effectively and meet the needs of the student.

The Comprehensive Behaviour program has been able to successfully ameliorate many negative tendencies and develop integration plans, for students, who are often perceived as those least likely to profit from integration. Based upon three years of this program's operation, we are confident that it meets an educational need which showcases a unique type of integration.

Accolades received from parents, past students and current secondary school staff focus upon the program's success and attest to its relevance.

As an example of an exemplary practice, the Comprehensive Program is worthy of consideration. To the best of my knowledge, there is no other comparable program in the province of Ontario which addresses severe behaviourial needs in this way and has a proactive, integration focus.

Appended to this description, is an information handbook which details some of the program's features and procedures. For additional information, you may contact the program's teacher, Mr. M. Dunn and/or the school's principal, Mr. Davison.

Internal References:	Dr. T. Hawkins
(705)743-7431	Superintendent
	Mr. K.R. McCarthy
	Co-ordinator of Special Education
External References:	Mr. A. Vallilee
(705)742-3803	Director
	Kinark Child & Family Services

L.L. Bolden
Director of Education and
Secretary of the Board

Peterborough County Board of Education

SPECIAL EDUCATION SERVICES

INDIVIDUAL PROGRAM PLAN (I.P.P.) SUPPLEMENT

PROGRAM MODIFICATIONS

POTENTIAL APPLICATIONS

A) System Class Teachers: System Teachers complete an I.P.P. for each of their students. When a student is integrated, a copy of the I.P.P. and the modification sheets are given to the receiving teacher. This teacher reads the I.P.P. and gradually notes modifications needed on the sheets. The teacher initials only the modifications necessary and does not try to incorporate too many at one time.

B) Homeroom Teachers (Non-Rotary): Teachers gradually complete an I.P.P. for each identified student in their class. They may find that the I.P.P. is sufficient and the modification sheets are redundant. The sheets may be applicable to teachers of french, music or other subjects if the school uses a partial rotary approach.

C) Homeroom Teachers (Rotary Included): The Homeroom Teacher begins an I.P.P. for identified students in their class. Rotary teachers are briefed, regarding the student's needs, and given the modification sheets. Rotary teachers initial modifications, as needed, to enable the student to profit from instruction in their subject. They do not write comments on the original I.P.P. (this is the Homeroom Teacher's role). The sheets detail what the teacher believes is necessary to alter based upon the perceived needs.

Parent/Guardian Involvement: The I.P.P. and its plan for development is discussed with the Parent/Guardian at the first teacher/parent meeting or upon parent request for a discussion. The use of the modification sheets should also be explained. No less than twice annually, the I.P.P. and the sheets should be reviewed with the parent. If they wish to add comments/recommendations, these may be noted on the I.P.P. Addendum Sheet and stapled to the original I.P.P. This addendum will be taken under advisement as the teacher(s) develop the I.P.P.

Note: The original I.P.P. is the prime responsibility of the teacher who instructs the student the majority of the time. All other teachers who instruct the student should find the modification sheets a quick and effective way of recording what they can do to assist the student.

The In-School Resource Teacher can guide and assist the process but is not responsible for the creation of the I.P.P. They may assume the duty of collecting modification sheets from rotary teachers and adding them to the original I.P.P. for O.S.R. filing. In addition, they may assist teachers in identifying which modifications are necessary for a particular exceptionality and help to monitor student needs and future modification changes.

SPECIAL EDUCATION SERVICES
I.P.P. SUPPLEMENT
SCHOOL YEAR: _____

Pupil's Name: _____
Identification: _____
Placement: _____

Individual Program Modifications

ORGANIZATION STRATEGIES: Have student, or provide student with...	**The Arts**				**Self & Society**								**Math/Science/ Technology**						**Languages**			
	Music Drama		Visual Arts		Family Studies		Phys. Ed./ Health		Geo-graphy		History		Math		Science		Design & Tech-nology		English		French	
	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval
• date notes																						
• underline heading																						
• number pages																						
• use table of contents																						
• accountability index																						
• frequent note checks																						
• firm rules																						
• clear expectations																						
• assign short tasks																						
• use of homework book																						
• use of school planner																						
• frequent homework check																						
• reward task commitment																						
• preferential seating																						
• student/teacher conferences																						
• repeat/rephrase instructions																						
• prepared outlines																						
• step-by-step charts																						

NOTE: Mark the Evaluation column (E = Effective) (I = Ineffective) as to the effectiveness of the teaching strategy chosen. Teachers are asked to initial under the 'X' column beside the teaching strategy that you intend to use to help address the student's needs and the objectives.

.../2

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Individual Program Modifications

ORGANIZATION STRATEGIES: (Cont'd.)	The Arts				Self & Society								Math/Science/ Technology						Languages			
Have student, or provide student with...	Music Drama		Visual Arts		Family Studies		Phys. Ed./ Health		Geo-graphy		History		Math		Science		Design & Tech-nology		English		French	
	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval
• concrete materials																						
• study skills lessons																						
• set up schedule																						
• contract learning																						
• focus learning																						
• memory strategies																						
• other:																						
INCREASE SELF-ESTEEM: Have student, or provide student with...																						
• high interest material																						
• motivational material																						
reading material at level																						
• oral tests																						
• no oral presentations																						
• clear, simple instructions																						
• rewards																						
• one-on-one teacher time																						

NOTE: Mark the Evaluation column (E = Effective) (I = Ineffective) as to the effectiveness of the teaching strategy chosen. Teachers are asked to initial under the 'X' column beside the teaching strategy that you intend to use to help address the student's needs and the objectives.

Individual Program Modifications

INCREASE SELF-ESTEEM: (Cont'd.)	The Arts				Self & Society								Math/Science/ Technology						Languages			
Have student, or provide student with...	Music Drama		Visual Arts		Family Studies		Phys. Ed./ Health		Geo-graphy		History		Math		Science		Design & Tech-nology		English		French	
	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval
• mentor																						
• positive reinforcement																						
• praise																						
• units for success																						
• realistic expectations																						
• encourage participation in extra-curriculum																						
• other:																						
MODIFICATIONS TO PROGRAMS: Have student, or provide student with...																						
• step-by-step instructions																						
• peer assisted assignment																						
• reduce assigned questions																						
• shorter assignments																						
• ignore spelling errors																						
• flexible due dates																						
• allow memory aids																						
• untimed tests																						

NOTE: Mark the Evaluation column (E = Effective) (I = Ineffective) as to the effectiveness of the teaching strategy chosen. Teachers are asked to initial under the 'X' column beside the teaching strategy that you intend to use to help address the student's needs and the objectives.

20

Individual Program Modifications

MODIFICATIONS TO PROGRAMS: (Cont'd.)	The Arts				Self & Society								Math/Science/ Technology						Languages			
Have student, or provide student with...	Music Drama		Visual Arts		Family Studies		Phys. Ed./ Health		Geo-graphy		History		Math		Science		Design & Tech-nology		English		French	
	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval
• oral tests																						
• allow study sheets																						
• take home tests																						
• open book tests																						
• limit essay questions																						
• allow point form answers																						
• photocopies of notes																						
• near point copying																						
• reduce amount to be copied																						
• oral reports for written																						
• written reports - oral																						
• use of cloze procedures																						
• reading material at level																						
• modified language program																						
• modified math program																						
• Learning Strategy Program																						
• Language Intervention Program																						
• other:																						

NOTE: Mark the Evaluation column (E = Effective) (I = Ineffective) as to the effectiveness of the teaching strategy chosen. Teachers are asked to initial under the 'X' column beside the teaching strategy that you intend to use to help address the student's needs and the objectives.

Individual Program Modifications

MEMORY/ COMPREHENSIVE STRATEGIES: Have student, or provide student with...	**The Arts**				**Self & Society**								**Math/Science/ Technology**						**Languages**			
	Music Drama		Visual Arts		Family Studies		Phys. Ed./ Health		Geo-graphy		History		Math		Science		Design & Tech-nology		English		French	
	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval
• mnemonics																						
• school planner																						
• homework book																						
• spell checker																						
• memory aids-calculator																						
• teacher outlines																						
• visual/auditory instruction																						
• preferential seating																						
• focus attention																						
• repetition/drill/review																						
• frequent homework checks																						
• checklist																						
• simple instructions/sentences																						
• material prior to use																						
• teacher modified material																						
• one-on-one teaching																						
• peer assistance																						
• tape recording																						

NOTE: Mark the Evaluation column (E = Effective) (I = Ineffective) as to the effectiveness of the teaching strategy chosen. Teachers are asked to initial under the 'X' column beside the teaching strategy that you intend to use to help address the student's needs and the objectives.

Individual Program Modifications

MEMORY/ COMPREHENSIVE STRATEGIES (Cont'd.):	**The Arts**				**Self & Society**								**Math/Science/ Technology**						**Languages**			
Have student, or provide student with...	Music Drama		Visual Arts		Family Studies		Phys. Ed./ Health		Geo-graphy		History		Math		Science		Design & Tech-nology		English		French	
	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval
• concentration games																						
• use of computer																						
• highlighted material																						
• highlighting skills																						
• proof-reading skills																						
• constant reminders																						
• repeat/rephrase instructions																						
• immediate short-term reinforcement																						
• other:																						
BEHAVIOUR MODIFICATION STRATEGIES: Have student, or provide student with...																						
• contract learning																						
• rewards																						
• establish routines																						
• firm rules/expectations																						
• use high-instruction material																						

NOTE: Mark the Evaluation column (E = Effective) (I = Ineffective) as to the effectiveness of the teaching strategy chosen. Teachers are asked to initial under the 'X' column beside the teaching strategy that you intend to use to help address the student's needs and the objectives.

Individual Program Modifications

BEHAVIOUR MODIFICATION STRATEGIES (Cont'd.):	**The Arts**				**Self & Society**								**Math/Science/ Technology**						**Languages**			
Have student, or provide student with...	Music Drama		Visual Arts		Family Studies		Phys. Ed./ Health		Geo-graphy		History		Math		Science		Design & Tech-nology		English		French	
	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval	X	Eval
• reduce homework																						
• modified programming																						
• make use of strengths																						
• student/teacher conference time																						
• frequent teacher/parent communication																						
• develop checklists																						
• detentions for misbehaviour																						
• use of self-evaluation																						
• use of outside agency																						
• monitor attendance closely																						
• teach frustration alternatives																						
• teach appreciation of others																						
• encourage participation in school activities																						
• remove from class for inappropriate behaviour																						
• reduce difficulty level of topics																						
• use of peer tutor																						
• other																						

NOTE: Mark the Evaluation column (E = Effective) (I = Ineffective) as to the effectiveness of the teaching strategy chosen. Teachers are asked to initial under the 'X' column beside the teaching strategy that you intend to use to help address the student's needs and the objectives.

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